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ABSTRACT

The Student Tracking System (STS) at San Antonio College is designed to increase retention of high risk students, and primarily students enrolled in developmental education courses. In addition to identifying students experiencing difficulty in the classroom, STS alerts educational support services personnel to these students, provides a system of intervention before the student fails or withdraws, and evaluates the effectiveness of support services. Characteristics of developmental education students at the college include: low placement scores and high school grades, employed part-time, less likely to attend college for job-related reasons, want help in basic skills, and more likely to be minority. Services available through STS are provided by a Counseling Center, a Basic Skills Learning Laboratory, and a Tutorial Service. Students are referred to these services by faculty or staff, or can refer themselves. Upon completion of the services, students complete an evaluation of the service. At the end of the semester, a follow-up questionnaire is sent to each student and instructor to determine their perceptions of the services. Appendices include: an educational planning form, a referral form, descriptions of workshops for developmental students, and four evaluation forms. (SW)

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STUDENT TRACKING SYSTEM

SAN ANTONIO COLLEGE

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STUDENT TRACKING SYSTEM

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REFERENCES

STUDENT TRACKING SYSTEM---SAN ANTONIO COLLEGE
Spring, 1985

INTRODUCTION

Unlike practices during the 1950's and 60's, almost anyone can attend college today. Most community colleges and nearly half of four-year institutions in the U.S. have open admission policies that allow anyone interested in obtaining some degree of higher education to enroll (Roueche and Snow, 1977). Not only does this mean a significant increase in student enrollment, it also means a greater diversity in the clientele served. Students during the 50's and 60's were usually those who had proven their academic ability as high school students and were then rewarded with admission to college and scholarships. The "typical" student of today, however, is, more often than not, underprepared in the basic skill areas of English, reading, and mathematics; from a low socio-economic background; 28 years of age; female; and a first-generation college student (Cohen and Brawer, 1982). Though we have liberalized the selective admission policies of the 60's, we have a need to make more progress in assisting today's student in the learning process.

Traditional methods of instruction have had to change since the early 50's to meet the needs of today's student. The incorporation of learning laboratories, competency-based education, self-paced learning, and computer assisted instruction into the classroom during the 70's is evidence of these changes. But, unfortunately, these educational support systems that are needed to make instruction work have not changed significantly to meet those needs.

San Antonio College is currently providing academic and support services to a student body of which 72% are in need of developmental work in the basic skill areas (English, math, reading), oral communication, rational thinking, motivation, self-assessment, values clarification, and career interests. Additionally, we lose an estimated 34% of our students by the end of their first semester. These two elements indicate a need for specific strategies to counteract the factors which impede academic progress and contribute to high attrition.

The Student Tracking System (STS) at San Antonio College has been designed to identify the high-risk student who is having difficulty in the classroom, alert Educational Support Services personnel to students having difficulty, provide a system of intervention that will supply the educational support necessary PRIOR TO the student's failing or dropping out of the institution, and evaluate the effectiveness of the support services offered to the student.

In order for the Tracking System to make a significant impact on attrition, it must be (1) responsive to the identified needs of developmental education students; (2) efficient in its use of human and other institutional resources; (3) effective in counteracting negative student and institutional factors that lead to attrition or poor academin performance; and (4) sensitive to the variety of cultural, academic, economic and personal characteristics that the student body possesses.

The Tracking System is comprised of three distinct components that form an

integrated, comprehensive system (See Appendix B). These components are:

Counseling Center--provides academic advisement, individual counseling, career testing, and workshops in such areas as motivation, values clarification, scholastic success training, etc.

Basic Skills Learning Laboratory--provides computer assisted instruction in the areas of Basic Skills English, Math, and Reading, and audio-visual instruction in the area of academic success training (study skills, note-taking, etc.).

Tutoring Services--provides both group and individual tutorial services to students enrolled in any of the Developmental courses.

The effectiveness of the components of this System will be measured through a student evaluation of each service provided and a comprehensive follow-up of students and instructors at the end of the semester in which the services were rendered. The results will provide data that will permit informed program planning decisions and necessary changes in the delivery of services to be made, as well as staff development activities to be planned.

CHARACTERISTICS OF DEVELOPMENTAL EDUCATION STUDENTS AT SAN ANTONIO COLLEGE

The Student Tracking System developed at San Antonio College is designed to address the problem of retention with primary focus on students enrolled in Developmental Education courses. To this end, it is important to identify specific characteristics that belong to students enrolled in Basic Skill and Developmental level courses, and to relate those characteristics to fact ors affecting retention in general. This has been accomplished by: (1) comparing ASSET Educational Planning Form (See Appendix A) responses of San Antonio College Basic Skill/Developmental enrollees to other examinees for the period of September, 1983 to September, 1984; and (2) reviewing recent research findings based on San Antonio College students. Also included in this review was a paper prepared by Wheelan (1982) citing the most common causes of attrition found in current educational literature.

By comparing ASSET Educational Planning Form (EPF) responses of Developmental examinees, a number of differences were found. This comparison was based on 214 (46%) non-Developmental and 255 (54%) Developmental examinees in the Fall of 1983, and 422 (38%) non-Developmental and 695 (62%) Developmental examinees in the Spring of 1984. These figures represent the total population of ASSET examinees for these two semesters. Developmental Education students differed from other examinees only slightly. It must be remembered that approximately three-fourths of the incoming freshmen qualify for placement in Developmental Education courses, but that many of these students do not enroll in the courses in their first semester and are not included in the Developmental group, therefore, reducing the possibility of larger differences. The differences found between Developmental enrollees and all other examinees are

as follows:

1. Slightly more students were undecided majors.
2. Students were less sure of their declared majors.
3. They planned more part-time employment while a student.
4. More planned to earn a 4-year (or more) degree.
5. Students needed help in choosing a career or major more than non-Developmental students did.
6. More help was requested in the Basic Skills areas of reading, writing, math, and studying.
7. They were more likely to indicate a desire for work experience credit.
8. They were less likely to say that their main reason for attendance was job-related. However, job-related reasons were most popular.
9. Students were more likely to indicate improving basic skills as their major reason for attendance.

Basic Skills courses were offered for the first time in the Fall of 1984. In order to examine specific characteristics of the 246 (8%) Basic Skills examinees, their ASSET EPF responses were compared to all other examinees (2926). When compared to non-Basic Skills examinees, the following differences emerged:

1. Basic Skills students were more likely to speak a language other than English as their primary language (15%).
2. Slightly fewer had declared majors; however, 84% had chosen a major.
3. More planned part-time work.
4. Although 45% planned to get at least a 4-year degree, this rate is 3% less than other examinees.
5. Transfer plans were confused (more to 2-year colleges, less to 4-year colleges and more undecided).
6. Students requested more day care, commuter information, help with health problems, and help in Basic Skills.
7. Most important reason for attendance was job-related, but students had a greater desire to advance on present job than other groups.
8. Students were more likely to state improving Basic Skills as the major reason for attendance.
9. They were less likely to want AA or AS degrees, and more likely to want an occupational certificate.
10. Basic Skills students had the highest "no response" rate.

In the retention study completed by the SAC Assessment Center (1984), based on 1505 ACT examinees who entered SAC in the Fall of 1983, the following facts were discerned:

1. Of the entering freshmen who took the ACT and enrolled in Developmental courses, 64% were Black, 60% Mexican-American and 36% White. Of the 1505
2. Of this same population, 52% enrolled in Developmental courses.
3. The ethnic breakdown of this group included 7% Black,

22% White and 71% Mexican-American.

4. The highest rate of students enrolled in developmental courses were Undecided/Liberal Arts majors (57%0. These were followed by Business (50%), Science (47%), and Occupational Education and Technology (45%) majors.

Although Undecided/Liberal Arts majors had the highest enrollment in Developmental Education courses, they also had the highest attrition rate and lowest academic standing. Students with lowest ACT scores and high school grade point averages were more likely to enroll in Developmental Education courses.

Statistics reported by Kominski (1984) indicate that although Hispanics and Caucasians enrolled at SAC in almost equal numbers (44% each), Hispanics were more likely not to return. By the time a student had earned more than 60 hours, 52% were Caucasians, as opposed to 37% Hispanics. Blacks held steady at six to seven percent.

A study by Nelson (1982) found that SAC female technical program dropouts had a lower internal locus of control (belief that one has a great deal of influence over the amount of rewards that accrue), lower level of socialization (self-discipline, responsibility, stability and conformity) than female technical program graduates. Dropouts were also more likely to have children, be part-time and evening students, and have lower college grade point averages. Major problems cited in the study were child care, transportation, financial problems, family responsibility, and lack of time to study.

Wheelan (1982) reviewed the literature on retention and reported the following factors as contributing to attrition: lack of academic preparation, low aspirations, ethnicity (minorities), financial problems, conflict between work and study, absence of personal goals, and lack of institutional "fit" (students feeling out of place). It becomes apparent that non-returning and Developmental Education students have many characteristics in common.

In summary, Developmental Education students at San Antonio College have the following characteristics:

1. Low placement scores
2. Low high school grade point averages
3. More part-time employment
4. Less likely to attend for job-related reasons
5. Plan to get a four year (or more) degree
6. Want help in Basic Skills
7. External locus of control
8. Lower socialization skills
9. More likely to be minority
10. Undecided/Liberal Arts major

With the inception of Basic Skills courses in the Fall of 1984, designed to address the needs of the least prepared groups of developmental students, it was found that these students had needs beyond the general Developmental students. In addition to general Developmental characteristics, Basic Skills students have the following characteristics:

1. More confused about transfer.
2. More likely to speak a language other than English as their primary language (15%).
3. Need more child care, commuter information and help with health problems.
4. More likely to want an occupational certificate.
5. More likely to fail to respond to items on the EPF.

OPERATING PROCEDURES

As previously stated, the Student Tracking System has been designed to identify the high-risk student having difficulties in the classroom, alert educational support services personnel to students having difficulty, provide a system of intervention that will supply the educational support necessary PRIOR TO the student's failing or dropping out of the institution, and evaluate the effectiveness of the support services offered to the students. This system will initially be used to track students enrolled in one or more Developmental Education courses. Eventually, the system could be used to track ALL students with academic problems, i.e. probationary, enforced scholastic withdrawal, and, other high-risk populations. The system will be monitored by the Director of Developmental Education and will involve the following procedures:

1. The names, social security numbers, and placement scores of students enrolled in Developmental Education courses will be gathered by the Director of Developmental Education. The data will be put into a computer file for use at the end of the semester and will be updated regularly as information from the Tracking System is gathered.

2. A meeting to explain the Tracking System will be held on the day of Convocation at the beginning of the Fall Semester of each year for those instructors teaching Developmental Education courses for the first time. Additionally, a memorandum highlighting the particulars of the System will be sent to all members of the faculty, a few weeks after the semester begins, to reiterate important points concerning the System. During the Spring and Summer semesters, meetings will be held with any instructors who will be teaching Developmental Education courses for the first time.

3. Instructors will be provided a four-ply referral form (See Appendix C) that will be used to refer students who are having difficulty (personal and/or academic) in any of their Developmental Education courses to the Counseling Center, Basic Skills Learning Laboratory, and/or Tutoring Services. In an attempt to assist students with these difficulties early in the semester, each instructor is asked to make the appropriate referral as early as possible, i.e. during the first three to five weeks of weeks of class. If any instructor is

uncertain as to the type of service the student needs (workshop, tutoring, personal counseling, etc.), he/she will refer the student to the Counseling Center for evaluation and follow-up purposes.

4. Once the student is referred for a particular support service and the service has been provided (workshop, counseling, tutoring, etc.), a copy of the referral form will be sent back to the instructor so that he/she will be apprised of the action taken on the referral. Instructors may refer a student more than once during the semester; however, a new referral form must be used with each referral. The Directors of Counseling and Developmental Education will be notified of all services/referrals provided through copies of the referral form. This will allow a continuous monitoring of the process.

5. At the end of the service received, each student will be asked to complete an evaluation form describing his/her impressions of the service received.

6. At the end of the semester, the Director of Developmental Education will conduct a follow-up study that will involve securing feedback from the instructors and students. Data collected from this process, as well as from other parts of the System will be shared with the members of the Developmental Education Advisory Council, instructors of Developmental Education courses, Presidents's Cabinet, Student Services Administrative Council, and the Academic Affairs Council.

DESCRIPTIONS OF SERVICES AVAILABLE

There will be three (3) points to which instructors may refer students for assistance: The Counseling Center, the Basic Skills Learning Laboratory, and Tutoring Services.

The Counseling Center will provide individual counseling sessions with students in the areas of academic advisement, crisis intervention/necessary referrals, resolution of personal problems, determination of non-academic needs, career test interpretation and student advocacy. Additionally, workshops in the following areas will be available:

Values Clarification	Motivation
Scholastic Success Training	Career Guidance
Math Anxiety	Communication Skills
Stress Management	Decision Making
Goal Setting	Self-Confidence
Financial Aid Information	Academic Policy Information
Self-Image/Self-Awareness	Interpersonal Relations
Rational Thinking	

The Basic Skills Learning Laboratory will provide a system of computer assisted instruction to supplement content provided in the classroom to students enrolled in the Basic Skills courses in English, Math, and Reading.

Software designed to supplement instruction regarding subject/verb agreement, punctuation, spelling, phoenics, addition, substraction, multiplication, division, decimals, fractions, etc., will be available for student use. Each program will be readily identifiable for use with specific chapters/units in the respective texts. Additionally, audio-tutorial programs dealing with with academic success training (study skills, note-taking, etc.) will be available for individual student or small group use.

The Tutorial Services provided by Student Development, will assign tutors to students on a one-to-one or group tutorial basis. Specific days and times will be designated for each session. Students needing individual tutoring will be referred to the tutoring component of Services to Special Populations. Additionally, referrals to other services will be made as needed. A system of monitoring student progress will include feedback reports from tutors and students, as well as student evaluations complete[illegible] the end[illegible]ce nd the end of a semester.

A brief description of the content of each workshop can be found in Appendix D of this paper.

EVALUATION

The following steps, to be monitored by the Director of Developmental Education, will be followed in evaluating the effectiveness of the Tracking System:

1. When a student is referred to a point in the System, a form will be completed evaluating the services received (See Appendix E). These forms will provide feedback to the three components regarding the effectiveness of their services and aid in future decision-making.

2. Copies of the referral form will be retained by the Directors of Counseling and Developmental Education, and will be used in the follow-up effort to evaluate the services provided and make informed decisions regarding program planning and resource allocation.

3. A copy of the referral form will be retained by the the service providers (Counseling Center, Basic Skills Learning Laboratory, and Tutoring) so that data may be collected regarding the number of students served and the type(s) of service provided.

4. Upon termination of services provided by the referral points, the Counseling Center staff will contact students to obtain feedback regarding effectiveness of the services received. This follow-up will be conducted through a letter mailed to students at the end of the semester requesting their evaluation of the effects the services they received had on their grade(s) and/or

success in their course work.

5. The data gathered will also provide an opportunity to compare the present state of the Developmental Education program against its desirable state, (i.e., what is working, what is desirable, and what is not desirable), thereby, informing the college community about the effect of programmed intervention on student progress.

6. At the end of the semester, the Assessment Center will construct grade experience tables that will provide information relevant to the number of students passing the courses, the probability of students making a grade of "C" or better in courses (to be used by Counselors in academic advisement), and the range of academic performance for student enrolled in the Developmental Courses being tracked through the System.

7. The Director of Developmental Education will use the follow-up data to generate reports that describe the performance of students enrolled in Developmental Education courses who are served by the tracking system and those students who are not, and to measure the overall effectiveness of the System.

8. All follow-up data will be reported to the Developmental Education Advisory Council, President's Cabinet, Student Services Administrative Council, instructors of Developmental Education courses, and Academic Affairs Council so that informed decisions regarding policies relevant to instruction and support services can be made.

SUMMARY

The Student Tracking System has been designed to identify high-risk students who are having difficulties in the classroom, to alert educational support services personnel to students having difficulty, to provide a system of intervention that will supply the educational support necessary PRIOR TO the student failing or dropping out of the institution, and to evaluate the effectiveness of the support services offered to the students.

The system consists of three major components:

COUNSELING CENTER--provides academic advisement, individual counseling, career testing, and workshops in such areas as motivation, values clarification, and scholastic success training.

BASIC SKILLS LEARNING LABORATORY--provides computer assisted instruction in the areas of Basic Skills English, Math, and Reading, and audio-visual instruction in the area of academic success training (study skills, note-taking, etc.).

TUTORING SERVICES--provides both group and individual tutorial services in the areas of Developmental English, Math, and Reading.

Students will be referred to each of these components by faculty or staff members. Self-referrals may also be made. Upon completion of the services, each student will be asked to fill out an evaluation of that service. At the end of the semester, a follow-up questionnaire will be sent to each student and each instructor asking their perception of the value of the service(s) they received. Additionally, at the end of the semester, grade experience data will be generated so that decisions regarding any needed changes in the placement scores used for students enrolling in developmental courses can be made.

The Tracking System will be monitored by the Director of Developmental Education and feedback will be provided to the President's Cabinet, Developmental Education Advisory Council, Instructors of Developmental courses, Academic Affairs Council, and Student Services Administrative Council.

APPENDICES

APPENDIX A

BEST COPY AVAILABLE

ASSET Educational Planning Form

BACKGROUND AND PLANS SUMMARY

Keep the gold copy of this form with you during your attendance at the institution.

Today's date

(Please print)

NAME OF CAMPUS

1. NAME (Last / First / MI (maiden))

Address

City / State / Zip Code

Student number/Social Security number / Area code / Telephone number

2. DATE OF BIRTH (Month / Day / Year)

3. SEX ☐ Female ☐ Male 4. VETERAN ☐ Yes ☐ No

5. ETHNIC BACKGROUND (Optional)

- ☐ 1. Black/Afro American
- ☐ 2. Chicano/Hispanic/Mexican-American
- ☐ 3. White/Caucasian
- ☐ 4. Asian/Pacific Islander
- ☐ 5. American Indian/Alaskan Native
- ☐ 6. Filipino
- ☐ 7. Other
- ☐ 8. Prefer not to respond

6. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? ☐ Yes ☐ No

7. TYPE OF HIGH SCHOOL CERTIFICATE

- ☐ 1. H.S. Diploma (Month / Year)
- ☐ 2. GED
- ☐ 3. Proficiency Exam
- ☐ 4. Cert. of Completion
- ☐ 5. Foreign Secondary
- ☐ 6. Not a H.S. Graduate
- ☐ 7. Still in High School

Name of high school / City / State / Last date attended

8. NUMBER OF PREVIOUS CREDITS EARNED AFTER HIGH SCHOOL

_____ None _____ Quarter credits _____ Semester credits

9. HIGHEST DEGREE OR CERTIFICATE EARNED AFTER HIGH SCHOOL

- ☐ 1. No degree at this time
- ☐ 2. Certificate or diploma
- ☐ 3. Associate Degree
- ☐ 4. Bachelor's Degree
- ☐ 5. Master's Degree or beyond
- ☐ 6. Other

Last school attended after high school / Last date attended

10. COURSES COMPLETED AND GRADES EARNED

	High School: Years studied	High School: Last grade	After High School: Years studied	After High School: Last grade
English				
Business Math				
Algebra				
Calculus				
Science				
Foreign Language				

Additional Courses or Training (please list)

11. ENROLLMENT PLANS

- ☐ 1. Winter 19___
- ☐ 2. Spring 19___
- ☐ 3. Summer 19___
- ☐ 4. Fall 19___

☐ 1. Full-time (12 units or more) ☐ 2. Part-time

☐ 1. Day ☐ 2. Evening ☐ 3. Day and Evening

12. CAREER GOAL (Type of work or name of occupation) (Interest Region from ACT, CPP, VIESA, DISCOVER)

13. HOW SURE ARE YOU OF YOUR CHOICE IN NUMBER 12?

☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

14. EDUCATIONAL PROGRAM OR MAJOR (see list provided)

Choice #1 _____ Code

Choice #2 _____ Code

15. HOW SURE ARE YOU OF YOUR CHOICES IN NUMBER 14?

☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

16. EMPLOYMENT HOURS PLANNED WHILE ENROLLED

- ☐ 1. None
- ☐ 2. 1-10 hours/week
- ☐ 3. 11-15 hours/week
- ☐ 4. 16-20 hours/week
- ☐ 5. 21-30 hours/week
- ☐ 6. 31 or more

17. AMOUNT OF EDUCATION PLANNED

- ☐ 1. Four-year college degree
- ☐ 2. Two-year college degree
- ☐ 3. One- to two-year certificate or diploma program
- ☐ 4. Classes only; no certificate or degree
- ☐ 5. Graduate or professional study beyond four-year degree

18. CONSIDERING OR PLANNING TO TRANSFER TO ANOTHER SCHOOL LATER?

- ☐ 1. A two-year college
- ☐ 2. A four-year college or university
- ☐ 3. Other type of institution
- ☐ 4. Not planning to transfer
- ☐ 5. Undecided about transfer

Name of institution being considered

19. WOULD LIKE HELP WITH

Yes	Maybe	No	
☐	☐	☐	1. Financing education
☐	☐	☐	2. Finding employment
☐	☐	☐	3. Day care information
☐	☐	☐	4. Physical disability
☐	☐	☐	5. Health problem
☐	☐	☐	6. Commuter information
☐	☐	☐	7. Choosing major/career
☐	☐	☐	8. Reading skills
☐	☐	☐	9. Study skills
☐	☐	☐	10. Writing skills
☐	☐	☐	11. Math skills
☐	☐	☐	12. Work experience credit
☐	☐	☐	13. _____
☐	☐	☐	14. _____
☐	☐	☐	15. _____

20. MOST IMPORTANT REASON FOR ATTENDING THIS TERM? (Check one only.)

- ☐ 1. Learn skills to get new job
- ☐ 2. Learn skills to advance in job
- ☐ 3. Transfer to four-year college
- ☐ 4. Satisfy general education requirements
- ☐ 5. Improve basic skills in English, reading or math
- ☐ 6. Take courses for personal interest
- ☐ 7. Other

21. PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE? (Check one only.)

- ☐ 1. Yes, two-year degree
- ☐ 2. Yes, certificate or diploma
- ☐ 3. No

SKILLS ASSESSMENT SUMMARY

		Number Correct
AREA SKILLS	1. Language Usage	
	2. Reading	
	3. Numerical	
ADVANCED SKILLS	4. Elementary Algebra	
	5. Intermediate Algebra	
	6. College Algebra	
	7. Advanced Language Usage	
ADDITIONAL SKILLS	8. Clerical Speed/Accuracy	
	9. Space Relations	
	10. Mechanical Reasoning	

COURSE RECOMMENDATIONS

Area	Institution Recommendations: Dept./Number	Institution Recommendations: Course Name	Student's Plan: Dept./Number	Student's Plan: Course Name
English/Writing/Communications				
Reading				
Mathematics				
Additional Courses				

Student Signature / Counselor-Advisor Name and Code / Telephone Number / Date

☐ Yes ☐ No I hereby authorize release of this information to other postsecondary institutions, so they may contact me about their educational programs and related opportunities.

WHITE—Institution CANARY—Institution PINK—Counselor-Advisor GOLD—Student

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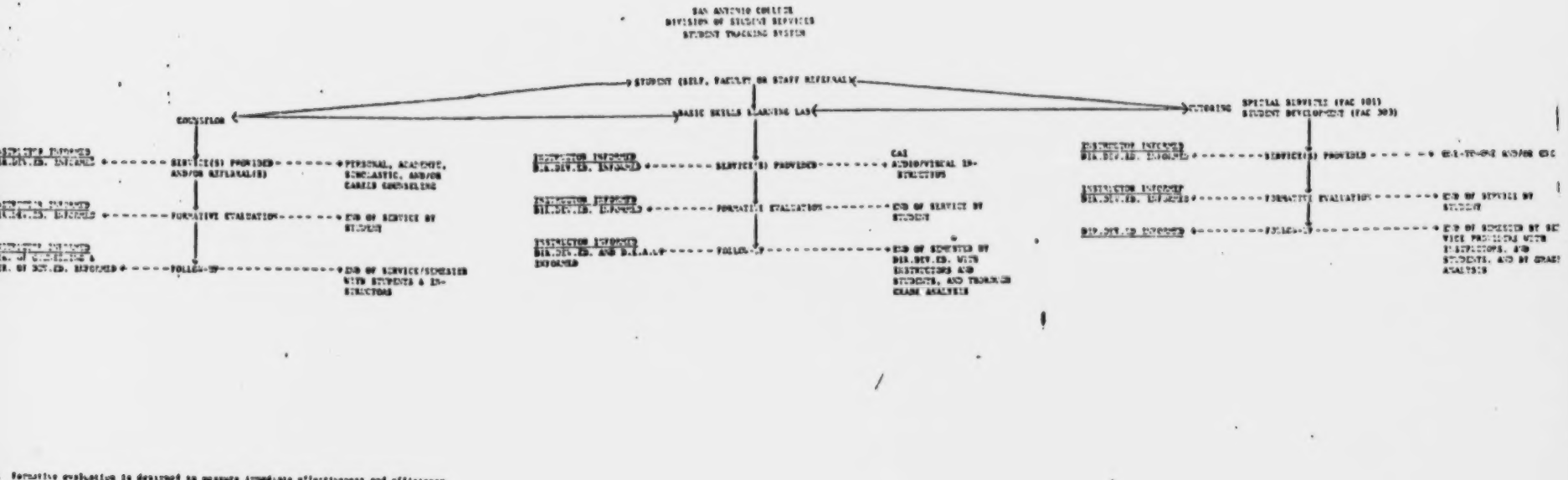
APPENDIX B



Formative evaluation is designed to measure immediate effectiveness and efficiency of the components of the program.
Formative(s) provided to students may be short-term (less than one semester), immediate term (one semester), or long-term (more than one semester).
Follow-up is designed to provide feedback concerning long-term effectiveness and efficiency of the program components

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APPENDIX C

DEVELOPMENTAL EDUCATION PROGRAM

REFERRAL FORM

STUDENT'S NAME: _____

SOCIAL SECURITY NUMBER: _____

COURSE NUMBER/SECTION: _____

INSTRUCTOR'S NAME/EXT. # : _____

I. The above-named student is being referred to one of the following areas for assistance:

____ BASIC SKILLS LABORATORY (CEC 100)--For 0300 courses only

____ COUNSELING CENTER (FAC 208)

____ TUTORING SERVICES (MLC 303)

COMMENTS: _____

_____

_____

FACULTY MEMBER'S SIGNATURE AND DATE

II. The above-named student was referred for the following services:

SERVICES	LOCATION
_____	_____
_____	_____
_____	_____

COMMENTS: _____

_____

SERVICE PROVIDER'S SIGNATURE AND DATE

III. The above-named student was provided the following services:

SERVICES	LOCATION	INITIALS/DATE
_____	_____	_____
_____	_____	_____
_____	_____	_____

White-Instructor's Copy Blue-Director of Counseling Center's Copy Pink-Director of Developmental Education's Copy Yellow-Service Provider's Copy

APPENDIX D

DESCRIPTIONS OF WORKSHOPS

Through the Counseling Center at San Antonio College, workshops will be offered that will attempt to address the needs of the developmental student that were identified in the above section of this paper. The workshops will utilize a variety of delivery systems dependent on the content. Descriptions of each of these workshops are provided below.

Values Clarification

Workshop conducted to clarify the importance of each individual's values to self and others; to assist individuals in choosinf from among alternatives; to affirm and explain life and school choices, among others.

Goal Setting

Workshop designed to assist participants in beginning to set short and long term career and life goals that are measurable, realistic, ranked and determined by the individual participant.

Decision Making

Counselor-conducted work session on practice in selecting from two or more courses of action. Alternatives and possibilities will be identified. Decision-making skills will be learned, applied, and evaluated. Major requirements of skillful decision-making will be presented.

Interpersonal Relations

Small group session conducted by counselor with students to show that cooperation, interaction, and interdependence are the means by which relationships develop and grow. Improvement of interpersonal relations via conflict resolution will be addressed. Students will learn to see how they fit into the overall scheme of society and human relationships, especially close relationships.

Self-Image/Self-Awareness

Group session which will explore the physical, cognitive, and intuitive self and others; responsibility for one's life; exploration of one's "being" through awareness of values, communication style and other processes. Some practice in recognizing feelings, especially about oneself, and how these influence self-concept.

Self-Confidence

Workshop designed to identify essential elements of self-confidence, risk-taking, positive image, and positive support systems. Exploration of success

and failure in relation to self-confidence. Rating own self-confidence.

Rational Thinking

Discussion of subjective and objective thinking, using synthesis, analysis and evaluation.

Stress Management

Focus on causes of stress and anxiety. Effects of Stress. Stress and eustress in everyday life. Effective coping skills. Relaxation techniques.

Communication Skills

The workshop will stimulate participants to listen more carefully; assist in developing effective communication skills; and assist participants in expresing ideas clearly and precisely. expressions of ideas. One-way and two-way communication exercises will be utilized to illustrate the superiority of two-way communication.

Math Anxiety

Unmasking math anxiety for what it is: FEAR. Defining math and exploring everyday applications of math concepts and models. Presenting practical techniques to master math anxiety and thus release that energy to learn math more easily.

Scholastic Success Training

Series of workshops explaining note-taking skills; budgeting and managing time for more effective study and learning; test-taking hints for use in taking essay exams, multiple choice, True-False, fill-in-the blanks tests; concentration skills and how to use sense modalities for more effective learning.

Academic Policy Information

Workshop explaining essential academic policies which affect students; grade point average; Q grade periods; non-punitive grades (IP, WP); class changes (Adds and Drops); last day to drop a class; "I" grades; student support services; scholastic probation and Enforced Scholastic Withdrawal; auditing courses; pre-requisite courses; course loads; attendance and examinations; repetition of courses.

Financial Aid Information

The importance of Pell Grant application and SAR; filing deadlines; the San

Antonio College Financial Aid application; other grants, i.e., SEOG, TPEG, SSIG; work-study program; general scholarships; academic scholarships; Texas Guaranteed Student Loan; emergency loans.

Career Decision Making: Choice or Chance?

Workshop teaching patterns of career choice; methods of career decision-making; assessment of future plans; identification of occupational alternatives; consideration of selection of a major; and an introduction to career center

Motivation

Examines factors involved in motivation and how motivation works; uses exercises to identify personal motivators and shows how personal motivators can improve academic performance.

APPENDIX E

STS EVALUATION: COUNSELOR

COUNSELOR _____ DATE: _____

SERVICES USED: AGE: _____

Course Advisement _____ GENDER: MALE ____

Personal Counseling _____ FEMALE ____

Test Interpretation _____ SEMESTER HOURS COMPLETED _____

Referrals _____

Transfer Information _____

Major _____

Ethnicity: (Information is requested for research and Federal reporting purposes only.)

____ White (Non-Hispanic)
____ Am. Indian/Alaskan Native
____ Black (Non-Hispanic)
____ Oriental/Pacific Islander
____ Hispanic
____ Non-Resident Alien/ Foreign National

Evaluation of Counseling Center Personnel/Services

	Excellent	Good	Fair	Poor
Accuracy of Information	_____	_____	_____	_____
Attitude of Counselor	_____	_____	_____	_____
Thoroughness	_____	_____	_____	_____

Did you get the information you needed? Why or why not?

Please share your comments and impressions.

Return form to receptionist's desk. Thank you for taking the time to fill this out.

BEST COPY AVAILABLE

STS EVALUATION/DISCOVER/CAREER Library

COUNSELOR _____ DATE _____

MAJOR _____ AGE _____

GENDER: Male _____

Female _____

ETHNICITY: (Information is requested for research and Federal reporting purposes only.)

SEMESTER HOURS COMPLETED _____

_____ WHITE/NON-HISPANIC

_____ AM. INDIAN/NON—HISPANIC

_____ BLACK/NON-HISPANIC

_____ ORIENTAL/PACIFIC ISLANDER

_____ HISPANIC

_____ NON-RESIDENT ALIEN/FOREIGN NATIONAL

---

1. Were personnel available to assist you in the Career Library? _____ YES _____ NO
2. Were the personnel knowledgeable about the operation of the Career Library? _____ YES _____ NO
3. Was the information you found correct? _____ YES _____ NO
4. Was state and local information available? _____ YES _____ NO
5. Did you use the DISCOVER System? _____ YES _____ NO
6. Did you receive an explanation before you used the DISCOVER System? _____ YES _____ NO
7. Was DISCOVER helpful in your career decision making? _____ YES _____ NO

Check the type of information you found useful:

_____ Dictionary of Occupational Titles (D.O.T.)

_____ Occupational Outlook Handbook

_____ Magazines/Brochures

_____ Catalogs

_____ Equivalency Sheets

_____ Career Files.

Additional Comments:

Thank you for taking the time to fill out this questionnaire. Please return it to the receptionist's desk.

STS EVALUATION: WORKSHOP

DATE _____

COUNSELOR

WORKSHOP TOPIC

	EXCELLENT	GOOD	FAIR	POOR
WORKSHOP WAS OVERALL	_____	_____	_____	_____
DELIVERY OF INFORMATION WAS	_____	_____	_____	_____
ACCURACY AND TIMELINESS OF INFORMATION WAS	_____	_____	_____	_____
THE PRESENTER WAS	_____	_____	_____	_____

SUGGESTIONS AND FEEDBACK:

Thank you for assisting us. Please return this to the receptionist's desk.

STUDENT EVALUATION OF THE BASIC SKILLS LEARNING LAB

Date _____

Instructor _____

Ethnicity: (Information is requested for research and Federal reporting purposes only.)

Age _____

_____ Am. Indian/Alaskan Native

Semester Hours Completed _____

_____ Asian/Pacific Islander

College Major _____

_____ Black/Non-Hispanic

Gender:

_____ Hispanic

Male _____

_____ White/Non-Hispanic

Female _____

_____ Non-Resident Alien

Yes	So-So	No		
_____	_____	_____	1.	Is this your first visit to the Lab?
_____	_____	_____	2.	Did you receive adequate instruction to operate the equipment?
_____	_____	_____	3.	Were the instructions you received helpful?
_____	_____	_____	4.	Was the material you used helpful?
_____	_____	_____	5.	Was the material you used difficult?
			6.	How long was your visit to the Lab? _____
_____	_____	_____	7.	Would you recommend the Lab to your friends and classmates?
			8.	Additional comments:

_____

_____

Thank you for taking the time to fill out this questionnaire. Please drop this in the EVALUATION BOX.

BEST COPY AVAILABLE

STUDENT EVALUATION OF TUTORING SERVICE

1. Where did you receive tutoring services? (Check one)

Special Service (FAC 101)_____ Tutoring Services (MLC 303)_____
Satellite Center _____

	(CIRCLE ONE)		
2. Was the tutor prepared for the sessions?	yes	somewhat	no
3. Did the tutor begin the sessions on time?	yes	somewhat	no
4. Did the tutor explain the material clearly?	yes	somewhat	no
5. Was the tutor polite and courteous?	yes	somewhat	no
6. Were you satisfied with your tutor?	yes	somewhat	no
7. Did the tutoring help your grades improve?	yes	somewhat	no
8. Was the tutoring schedule convenient for you?	yes	somewhat	no
9. Was the location of the tutoring appropriate and conducive to learning?	yes	somewhat	no
10. Was the room clean, well lit, and comfortable?	yes	somewhat	no

11. Were you involved in group or individual tutoring? _____

12. If you answered "group" to #11, do you think having other students in the group helped you learn more effectively?	yes	somewhat	no
13. If you answered "individual" to #11, do you think you learned more being in a one-on-one tutoring session than you would have if other students had been in your group?	yes	somewhat	no

14. If any of the following methods were used in your tutoring session, please put a check mark in the column under the word that best describes how helpful (effective) the method was.

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
Problem Solving Techniques	_____	_____	_____
Discussion	_____	_____	_____
Practice Tests/Assignments	_____	_____	_____
Review of lecture/notes	_____	_____	_____
Review of classwork activities	_____	_____	_____
Practice drills	_____	_____	_____
Question/answer sessions	_____	_____	_____

ADDITIONAL COMMENTS:

Please complete the following information that will be used for statistical reports ONLY.

A. Which of the following describes your academic status?
_____Freshman _____Sophomore _____Jr., Sr., or Grad.

B. Are attending classes during
_____Evenings only _____Day only _____Both

C. Are you attending classes
_____Full time _____Part time

D. In what course(s) were you tutored?

_____ _____
_____ _____
_____ _____

E. How long were you in tutoring?
____1 day ____1 week ____ 1 month ____1 semester ____Other(specify)

F. Who recommended tutoring for you?
____Counselor _____Teacher _____Staff ____Student ____Other

G. To what ethnic group do you belong?
_____Anglo _____Black _____Hispanic _____Other

H. To what age group do you belong?
_____16-20 _____21-25 _____26-30 _____31-25 _____Over 35

THANK YOU FOR YOUR ASSISTANCE. PLEASE DROP THIS FORM IN THE BOX PROVIDED.

APPDENIX F

STUDENT FOLLOW-UP

TO WHICH OF THE FOLLOWING SERVICES WERE YOU REFERRED?

_____ Counseling Center
_____ Career Center
_____ Academic Advisement
_____ Personal Counseling
_____ Workshops
_____ Basic Skills Learning Lab
_____ Tutoring Services

	yes	no
Did you find the service helpful?	____	____
Would you recommend the service(s) to other students?	____	____
Will you use the service(s) again?	____	____
Will you be a student of San Antonio College next semester?	____	____

If not, why not:

What was your grade point average this past semester? _____

What is your overall grade point average? _____

In what Developmental Course were you enrolled? (check all that apply)

ENGLISH 0300 ____ 0301 ____
MATH 0300 ____ 0301 ____
READING 0300 ____ 0301 ____ 2302 ____

Please write down any additional comments you have about the service(s) you received.

Comments:

Thank you for your assistance.

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